DOCUMENT RESUME

ED 200 270 JC 810 177

AUTHOR Thompson, Carolyn: And Others
TITLE Developing Teamwork in the Community College: The Basics.
PUB DATE [80]
NOTE 65p.; Part of the Media Systems Corporation "Creative Teaching Series."

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS College Faculty; *Committees; Community Colleges; Conflict Resolution; *Decision Making; Leadership; Learning Modules; Postsecondary Education; Pretests Posttests; Self Evaluation (Groups); Teacher Education; *Teamwork

ABSTRACT

This learning module examines the teamwork skills required for productive committee work. After introductory material identifying key concepts and learning objectives, the module discusses teamwork development and the stages in the development of and the characteristics of a mature team. The module then discusses the importance of team leadership and size, and suggests seven other factors related to team membership and function to be considered in forming effective teams. Next, possible impediments to the effective utilization of team resources are identified, followed by a discussion of team decision-making. After the elements of a good team decision are recognized, an example is provided of the trade-offs between two decision-making criteria: "quality," i.e., coming to a decision that best solves the problem, and "commitment," i.e., coming to a decision that members will carry out. The module then discusses three means of decision-making: self-authorization and majority and minority decision-making. The subsequent section considers the nature and importance of group consensus. The final section provides suggestions and exercises to help the readers in applying the principles of teamwork and decision-making to their everyday meetings, and in evaluating their effectiveness. In addition to pre- and post-tests, the module provides reinforcement exercises throughout. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200270

DEVELOPING TEAMWORK IN THE COMMUNITY COLLEGE: THE BASICS

Carolyn Thompson

Terry Thompson

George A. Baker

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jan Hughes

JOHN Roueche

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 810177

CONTENTS

	Page
Introduction	1
Rationale	1
Objectives	2
Key Concepts	3-4
Pretest	5-8
Developing Teamwork	9
Stages in Team Development	10-14
Activity A	15-17
Answers to Activity A	18-19
Leadership in the Team	20
Size of Team	21
Team Representation, Membership, and Effectiveness	21-30
Activity B	31-33
Answers to Activity B	34
Impediments to Effective Utilization of Team Resources	35
Team Decision Making	36-42
Activity C	42-43
Answers to Activity C	44-45
Group Consensus	46-47
A Well-Functioning, Mature Team	48
Application of Team Principles	48-49
Activity D	50-52
Answers to Activity D	53-54
Post-test	56-59
Answers to Pre- and Post-test	60
Bibliography	61
Evaluation Form	62

DEVELOPING TEAMWORK IN THE COMMUNITY COLLEGE

Introduction

Most of us are aware that technology and organizations have become more complex in the past decade. Knowledge is growing at an increasing rate and is said to double every seven years. With these dramatic changes, the need has grown for people to develop the skills to work together in order to utilize this abundance of new information. We must learn to collectively make decisions and solve problems. No one of us has much of a chance anymore to be a generalist in representing a discipline, a science, or a college. Collectively we have increased knowledge and skills. This course addresses the major issues in learning to work together in groups to use this knowledge effectively to analyze problems, make decisions, and work as a team.

Rationale

Since it appears that working together collaboratively is a must, we have to learn to do so. Skills can only be developed when they are practiced according to sound principles. This module isolates and articulates basic principles of teamwork. Once these principles are learned, one can engage in practicing and perfecting his or her team leadership and membership skills.

OBJECTIVES

After completing this module, you will be able to:

1. List the elements of good team work.
2. List and explain the stages in team development.
3. Evaluate what happens in these stages and list member behaviors which would overcome problems and move the team forward.
4. Discuss the characteristics of a mature team.
5. Identify and be able to defend the ideal size for a team.
6. Specify the rules to follow when identifying the membership for a team.
7. Apply these rules to creating such a team for a specific task in your institution.
8. Define "quality" and "commitment" as they relate to team decision making.
9. Practice your rationale supporting the team's choice over your boss's choice when you really believe the team's choice to be the best.
10. Summarize the five conditions for the achievement of consensus.
11. Employ several practice opportunities to identify leadership functions, observe effective and ineffective group dynamics, evaluate groups using a checklist, and make a personal growth contract with yourself or with a partner.
12. Understand the nature of what a team can do that is different from an individual and relate this convincingly to another person.
13. For at least six of the seven key factors in building effective teams, you will be able to identify things to do and things not to do to best actualize each area.

KEY CONCEPTS

1. Stages of team development. This describes the characteristic pattern of development through which teams evolve. Each stage has definite, recognizable characteristics.
2. A mature team. The effective, mature team is one in which the individual members are highly interdependent, coordinated, and cooperative in their efforts. They are capable and highly motivated as individuals, and information flows freely among them. The boss, if present, is a fully functioning member of the team, rather than one who approves the work of other members.
3. Leadership functions. In a mature team, all members bear the responsibility for performing these. Some of these functions are giving and receiving information, encouraging and drawing out others, testing for consensus, being concerned about time, and the like.
4. Creative problem solving. Through the use of group resources, this means coming to a workable, correct solution as a group--even though no one individual in the team possesses the total correct solution.
5. Team decision making. This process should result in a solution that has a better chance of solving the problem than any other alternative and to which team members are highly committed.
6. Technical quality. This is the term used to describe a decision's chances of solving the problem--high technical quality, satisfactory technical quality, etc.
7. Commitment. The second characteristic necessary for a good decision from a team.
8. Self-authorized decisions. One of the possible problems arising in a team. One person assumes s/he has the "right" to make a decision for the group.

9. Consensus. It's definition includes "group solidarity in sentiment and belief," general voluntary agreement, unanimity, and collective opinion. This module discusses types such as false, forced, and true consensus.
10. Lateral team. A team with representatives from two equal department or divisions. The team interfaces laterally within the organization to better communication and solves problems which affect both areas.
11. Conflict. A normal part of the group problem-solving process. Several resolution practices are used:
    a. direct confrontation.
    b. bargaining or compromise.
    c. smoothing over of differences to avoid conflict.
    d. use of power of position or knowledge to "force" a preferred alternative on the group.

PRETEST

1. List at least six of the seven elements of good teamwork.

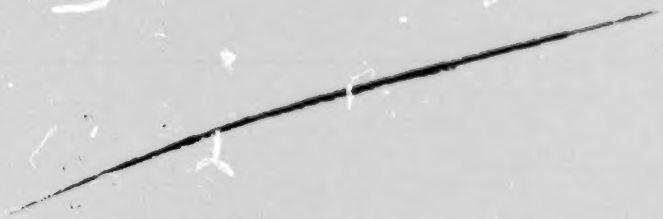
2. List in order the stages of team development and the characteristics of each.

3. Discuss the characteristics of a mature team.

4. Identify the ideal size for a team.

5. Specify the rules to follow when identifying the membership for a team.

6. Describe how you would apply these rules to creating a team for a specific task in your own institution. (What does each person on the team offer to the whole?)



7. Define "quality" and "commitment" as they relate to team decision making.

8. Summarize the five conditions for the achievement of consensus.

9. Under at least six of the following seven areas, list specific things to do and not to do to best ensure each one's happening.

   a. perceived reward is proportionate to member's commitment.

   b. involve those who have necessary level of information

   c. involve those who have necessary authority and resources.

d. involve those who will be responsible for implementation.

e. influence should be based on knowledge, not status.

f. decisions complement normal organizational processes.

g. conflict is normal and can be positive.

DEVELOPING TEAMWORK

Many of us spend a great deal of time in meetings. In community colleges, we are frequently members of committees and task forces. The group size as well as the subject matter in these meetings vary considerably. On some occasions, we meet with one or two other people. Frequently we meet with eight or ten and up to twenty or twenty-five people. Sometimes we work in a group with our leader, sometimes not.*

Policies, procedures, budgets, curriculum decisions, and all manner of problems are often the subject of discussion. The purpose of the meeting also varies. Some are for the sole purpose of giving information. Others are called to gain information, identify problems, test solutions, and make decisions.

How often are you really satisfied with the outcomes of a meeting? Regardless of the subject matter or the number or mix of people in attendance, most people report that they are not pleased. Frequent complaints are: "We talked for hours and still couldn't reach a decision." "Two people dominated the discussion, and many did not get heard." "The leader got his points across, but he never checked for our reactions"; and so on and so on.

Still, it seems that meetings are necessary. No one of us usually has all the vital information required in order to do our jobs. We must rely on interaction with others to give and gain information. And since our decisions usually affect others, we frequently need to involve them in the making of our decisions so that we can gain their commitment as well as exchange information with them.

*The term leader is used for convenience throughout this module to refer to an administrator or manager in a typical educational organization that has a hierarchy of authority and responsibility.

You might ask why meetings are so unproductive even though we get so much practice having them. It's similar to the question "Did she have 20 years' experience or 1 year's experience 20 times?" We may simply be continuing to practice our less than fully productive patterns meeting after meeting. Perhaps we've never studied about groups at work. Or even if we have studied, it's always a little difficult to put principles into practice.

What about the set of principles for developing teamwork? Can they be identified? Many books have been written on the general subject of "group dynamics." A reference list is the last page of this module. There seem to be as many sets of principles as there are people writing on the subject. Each set contains the experiences and biases of the writer while leaving out other important information. Even with these pitfalls apparent, a brief set of principles is presented in this paper. Converting them to practice will indeed be difficult. The rewards, however, could include satisfying teamwork, more efficient use of time, better decision making, and reduced frustration during and after attending meetings and presentations.

Stages in Team Development

It is possible to isolate, identify, and learn the important skills of "teamwork" as an individual or as a group. The eventual performance of a group or team depends not only on the individual learning of its members, but also on how well the members learn to work with each other, how well they make use of each other, and how well they coordinate their efforts. The main point to keep in mind, however, is that people <u>can learn</u> to work together effectively as a team.

Stage 1 - Politeness

Members of a newly formed team or committee usually don't know a great deal about each other. This sounds paradoxical because they may have worked in the same college, belonged to the same club, or lived in the same neighborhood for years. But they may never have had the opportunity to work together on joint projects or tasks. Relationships in the group, therefore, are mostly superficial and are characterized by politeness and sometimes formality. Because members frequently lack knowledge of the abilities, motives, interests, and roles of each other, they may hold back their true feelings and ideas. Some people, however, when faced with such a new situation quickly take over and dominate--but usually politely.

Stage 2 - Confusion and Wheel Spinning

You will certainly recognize this if you've ever reflected on the behaviors of your own or another group. Faced with a demanding task and tight deadlines, politeness and formality are quickly replaced by wheel spinning behaviors such as poor listening, arguing, several members talking at the same time, struggles for leadership, poor planning, decisions by default, etc. Team goals and procedures are either non-existent or inadequate. Frequently methods of "averaging" the contributions of individual team members are attempted. Charts and averaging methods are designed by the team. Votes may be taken without a thorough discussion of the issue. Team performance is usually low, although luck or individual member knowledge may keep performance at an acceptable level. At this point, member frustration and dissatisfaction with team performance is common.

Politeness has been replaced by wheel spinning in the face of task and time demands.

Stage 3 - Leadership, Control, and Organization

When the group becomes aware of its confusion and wheel spinning, members tend to momentarily back away from the final goal and to want to address issues such as leadership and decision making procedures. When the leader is a member of the team, this issue sometimes does not get dealt with openly at this stage. Issues such as the kind of leadership needed, procedures for working together, and the need for controls may be dealt with. Rather detailed and formal procedures are sometimes established.

Tentative agreement is reached on these issues. However, the agreement may not be a true consensus, to which all members are fully committed.

The procedures decided upon during this stage are very important. Procedures which allow every member to be heard and understood will permit the team to make the fullest use of member resources. One pitfall, however, is that at this stage prior experience of members, rather than present team experience, tends to shape their view of the type of controls and procedures that will work best.

Stage 4 - Learning and Problem Solving

This is a satisfying point to reach in a team relationship. The team is beginning to mature. Members begin to feel free to express their opinions concerning procedures and performance. Mutual trust and openness are built as members working toward common goals see each other as capable and committed. Decisions are fully considered and individual commitment to group decisions tends to be greater than in stage three. Consensus is often achieved. (And this is why individual commitment to group decisions is greater.) Team performance and goals are reviewed candidly, and procedures are modified as needed. Present team experience and learning now replaces prior organizational experience as a basis for decision making and evaluating team and member performance.

Decisions about team organizations and procedures in Stage 3 were based on past learning. These are replaced by present experience and learning in Stage 4.

Stage 5 - Team Maturity

The team has reached maturity when it consistently solves problems creatively. Creative problem solving is the ability to arrive at a correct, workable decision even though no one person in the team possesses the total correct solution. All team members contribute, according to their abilities, to the problem-solving effort. The input of all members is fully considered in working out the final decision. (This is what is meant by the phrase "full use of resources.") The team maintains a high level of productivity because members cooperate rather than compete. Members influence others and are willing to be influenced. All contribute to controlling the team and keeping it focused on the task in accordance with agreed upon procedures.

A MATURE TEAM

The following five short paragraphs describe a mature team as agreed upon by 250 respondents who have been involved in team laboratory work.

1. The members function as a unit. The members work as a team, the members do not interrupt each other.
2. The members participate fully in team effort. They work hard when there is something to do. Members do not loaf while others do the work.
3. The members are oriented toward a single goal. They work for common purposes.
4. The members have the information and skills necessary to attain the team's goals.
5. Members ask and receive suggestions, opinions and information from each other. They hear and consider all ideas. If a member is uncertain about

something, he stops working and finds out.

Thus, the effective team is one in which the individual members are highly interdependent, coordinated, and cooperative in their efforts. They are capable and highly motivated as individuals, and information flows freely among them. The boss, if s/he is present, is a fully functioning member of the team rather than one who approves the work of the other members.

Unfortunately, not all teams reach this stage of maturity. Some or all of the members may have difficulty developing the skills necessary to be an effective team member. Teams, like individuals, regress. A seemingly mature team will at times operate ineffectively. Continuous effort on the part of all members is required to maintain a mature team. However, even with a high degree of effort, regression at times is inevitable.

ACTIVITY A

Stages in Team Development

1. Fill in this page with key words that you can use to identify each stage of team development.

Politeness (Stage 1)

Characteristics:

Confusion and Wheel Spinning

Leadership, Control, and Organization

Learning and Problem Solving

Team Maturity

2. Thinking about the characteristics you identified on the previous page, answer the following questions:

   a. Why does politeness characterize the first stage of development?

   b. What problems are likely here? (What can you as a member do to overcome these?)

   c. Do you think Stage 2 could or even should be avoided? What are the advantages and disadvantages of going through such a stage?

Advantages	Disadvantages

   d. In Stage 3, procedures to make full use of member resources are mentioned. What usually happens even in a group as small as 3?

Why is it important to prevent this? (Think beyond some of the obvious answers.)

1.

2.

3.

4.

e. In Stage 5, "Team Maturity," what do you think might happen to leadership in the team? (Refer to the elements of good teamwork if you need to.)

3. How much time needs to be spent working together for a group to become a team?

ANSWERS TO ACTIVITY A

1. See pages 10-14.
2. a. Members lack of knowledge of each other.

   b. True feelings and ideas held back; reluctance to spend time getting to know each other (press toward task rather than affective needs of group)

   c.

Advantages	Disadvantages
1. Frustration and dissatisfaction force team on to next stage.	1. If is has the option, team may fragment or disband.
2. Points up need to get to know each other, organize in a mutually acceptable way, establish leadership.	2. Lingering animosity may develop based on lack of trust and lack of knowledge of each other.

   d. Much too often, even in a group of 3, someone gets left out. They may be naturally shy or quiet. They may agree or they may know something that tells them to disagree. You'll never know unless you ask them.

      1. Obviously they're a resource with information that may help the group.
      2. They need to feel part of the group.
      3. If implementation depends on their cooperation, the group needs their input because input usually leads to commitment. (You don't want belated sabotage and guerilla warfare over something you thought was a consensus.
      4. Others:

   e. Leadership may be shared and move to different individuals with recognized skills as the needs for those skills arise.

3. 12-14 hours.

When the leader is present as "the boss."

Leadership is usually an issue whether or not the boss is present. If the boss is present, s/he usually assumes leadership because of the seemingly natural tendency to take charge. The success of the team, then, is frequently dependent upon the skill of the boss in interpersonal relations, problem analysis, and decision making. If the boss tends to be autocratic and lacks sound interaction skills, s/he frequently will cause members to submerge their true feelings and ideas and induce them to tell her/him what s/he "wants to hear." The effects are that many truly creative ideas do not get considered. Full commitment to the so-called "team decision" is lacking, and the participants do not feel that they are important contributors to the process.

When the leader is a "member" and not "boss."

There is no general reason why the boss should not be a member of a group, task force, or team. S/he should be chosen according to the same criteria as other members. (Discussed on pages 22-30). However, the more s/he can perform as an effective member of the team and not the "boss" the more chance the team has of achieving the characteristics of a mature team as listed on pages 13-14.

Should we elect a leader or chairperson?

What about leadership when the boss is not a member of the team? Some teams seem not to be able to conduct their business without a formal leader. Many can't operate with one. What is important is that leadership functions be performed. When teams experience the difficulties described elsewhere in this module, a formal leader may be necessary. However, a formal leader may

inhibit the progress of the team. In some cases the assigning of responsibility for the team process to the leader may preclude others from learning to be responsible members. (Why should I be responsible when someone else is?) All members must learn to exercise responsibility to give and receive information, encourage others, test for consensus, be concerned about time, and the like. In a mature, well functioning, consensus-seeking team, all members bear the responsibility for performing the leadership functions. However, there are teams which decide that a formal leader is necessary and provide for one. Each team must decide this issue based on the way it functions.

SIZE OF TEAM

The size of the team is important if resources are to be used and consensus is to be reached. Based on a number of studies, five to eight people seem to be able to work effectively in a decision-making team. In a team larger than eight, there is not enough "air time" for everyone to be heard. A team smaller than four often does not provide sufficient thinking and evaluating time for each member. A team of about six seems to be the optimum size.

TEAM REPRESENTATION, MEMBERSHIP, AND EFFECTIVENESS

When are teams needed? What is special in their nature that allows them to accomplish tasks differently from individuals? Take the following situation in a college--delays in decision making are lengthening, lines of communication have become extended, and the managers or administrators find that they must spend more time on day-to-day operations ("putting out fires"). These may indicate a problem which is new or nonroutine in nature. The organization can't use its standard procedures to handle the information, problem solving, and decision making. In this case, a team could increase the organization's capacity to process new information and make decisions by establishing lateral relationships among departments directly affected by the information; for example, personnel from admissions, testing, counseling, and the registrar's office could compose a team to deal with problems associated with entry, assessment, and placement of students.

From the manager's point of view (as well as from the team member's), what factors must be considered in forming effective teams? The following are seven suggested areas.

Seven key factors in building effective teams.

1. The degree of perceived reward and importance by the team members is directly proportionate to the degree of commitment to the task. Despite its appearing to be obvious, the factor of perceived reward and importance accounts for a substantial proportion of negative attitudes toward groups. The degree to which members are willing to commit themselves depends on the degree to which the group's performance will be instrumental in satisfying their needs. How important they perceive the task to be, whether they believe they have the needed skills, and whether their performance on the team will be taken into account or evaluated significantly influence team members' dispositions and involvement in the activities of the group.

The importance of this factor can be seen in Weiner's 1970 study of role perception and organizational effectiveness. He studied government agencies which used many lateral teams between agencies to solve problems. These efforts were often unsuccessful. In circulating a questionnaire, Weiner found the explanation of why 20 activities which were perceived by managers as most likely to lead to a promotion, participation in interagency projects, or team efforts was consistently ranked last.

How should members be assigned? Members who are appointed to teams usually form their perceptions of task importance through the process by which assignments are made to the team. It is through this function that superiors communicate their expectations about the importance of the task. If participation is important and thus part of the reward system, the superior will make assignments in a way

that communicates this fact. If not, it will easily be detected by astute employees who get the message very quickly that this is one assignment to avoid.

One approach that communicates low importance, no reward, is to assign people to "take turns." Employees get the feeling that sooner or later it will be their "turn in the barrel," and they begin to duck it at every opportunity. The perception of low importance has its beginning when an employee objects to being appointed because he already has "too much to do." If the supervisor responds with "well, it's your turn!" and makes no provision to relieve the employee of some part of his regular job responsibilities while serving as a team member, the message becomes all too clear. The department is "expected" to provide staff, and rotating membership is an equitable way to distribute a low priority assignment. Meanwhile, the person whose turn it is still is expected to maintain his or her regular duties.

Another approach that clearly communicates that the team is thought to be a waste of time is to assign the low performer. The superior does not want to waste any resources; therefore, the assignment goes to whomever can be "spared." Astute employees get the message very quickly and make sure that they are "too involved" to get involved. Another consequence is that the team is then usually staffed by people who are most likely to make it fail. Such attitudes and approaches to group decision processes usually guarantee their self-fulfilling prophecy.

2. Participants must have information relevant to the task (decisions) with which the team is charged if an action decision is to be reached.

Like the first factor, although it may seem common sense, this is another of those conditions which is too often violated. Stated another way, this factor becomes obvious: All those who are significantly affected by a decision should be represented. A good strategy in composing a team is to

identify all units or departments that will be affected by decisions which the team will make or recommend. Then insure that someone from each one affected is on the team.

Another aspect to this factor involves the choice of the appropriate level of the organization from which a participant must come. For example, a frequent violation of the appropriate level consideration is when representatives come from too high in the organization. During a problem-solving session, these representatives are often too far removed from the day-to-day operations to be able to evaluate possible consequences of their decisions or to generate realistic alternatives to satisfy the requirements of those below them who must implement the decision.

One response to preventing this lack of relevant and detailed information is to include members who have day-to-day contact with the technology (e.g., faculty). They are usually the ones closest to the actual problem and possess the detailed information most relevant to its situation.

3. Team members must have the authority to commit their department and/or the resources necessary to carry out the agreed-upon solution, if an action decision is to be reached. This is critical to achieving a workable solution in any team effort. Consider the following case as an example of its importance. In one college, a task force had studied and discussed for months a way to better identify and place students with basic skills deficiencies. The group finally decided to replace the present admissions test with a more detailed one. The representative from admissions and testing then stated that she could not commit her department to the decision to supplant the current admissions test. When the solution was presented to the head of admissions, it was soundly vetoed. You can imagine the effect this had on the team.

You can imagine the effect this decision had on the team. It was not until the director of admissions and testing herself became the representative that a solution was reached.

The above example underscores an important fact. If any of the already mentioned factors are missing, a team still may be useful for other purposes--i.e., fact finding, generating alternatives, recommending actions, and information sharing. But if the purpose of a team is to confront and solve problems for which organizational solutions are not readily available, then it must arrive at and carry out decisions that would normally have been made at higher levels. This means that administrators and staff must participate and come from the level of the organization that has both the relevant information and the authority to commit resources to the solution. The result will be a high quality decision and the necessary commitment to implement it.

4. The team must consist of managers who will subsequently be held responsible for the actual implementation of the joint decision.

Marquis (1969) gives an interesting supporting observation to this factor. He stated that if all the Department of Defense task force or team studies were separated into those that were implemented and those that were discarded, the discarded studies would be characterized by exclusive participation of staff groups and outside consultants. It is not that these groups were useless, but they lacked the insight of the man or woman who had the original problem and the commitment from that person who had to make it work.

Quite often, managers indicate that they are too busy to be an active member of this or that group. The complaint is usually that membership takes too much time away from day-to-day requirements. Yet, if we recall earlier,

it was stated that preoccupation with day-to-day activites is one indicator that new problem-solving strategies are required. Old standard procedures are no longer able to absorb the complexity of operations. Consequently, although work on task forces and teams are time-consuming, the organization must incur the cost. In a sense, it has little choice if it is to remain viable and adaptable. Team participation is costly, but it is a natural consequence of maintaining viability in an increasingly uncertain environment. Lack of response to such an environment may be far more costly in the long run.

5. Influence among the members of the team should be based on knowledge and information, not status differences.

One of the results of following the previous four steps is that representation usually comes from different levels in the organization. Differing authority and relevant information result from this diagonal cross section of the organization. Thus, in order to be effective, the status differences must be dealt with before the problem-solving process begins. A norm should be established that influence is based on knowledge and information rather than on hierarchical level. No one level in the institution can be assumed to know all of the factors that will play upon the situation in question.

6. Team decision processes are not intended to undermine but to complement the normal decision processes of the organization.

For the most part, teams are lateral processes which respond to the need for more decision making at lower levels in the organization. They are used to absorb information overload and uncertainty in the system. These lateral processes are used in addition to, not in replacement of, usual vertical processes and need to be integrated into the normal day-to-day decision patterns.

Integrating team decision processes into existing decision processes is essential for many reasons. Failure to maintain this integration with vertical processes can have disasterous effects on the organization's functioning as well as on the attitude about and continued use of teams. For example, no manager appreciates hearing about decisions which affect his or her department after they have been made. Nothing irritates a manager more than to have information about his or her responsibilities go around him or her. If this does happen, a manager is likely to react by limiting the discretion of the team members, thereby limiting their decision-making effectiveness. The team itself, is viewed as a problem and may not be used again as a group problem-solving strategy.

To prevent such problems from occurring, procedures should be instituted whereby team members periodically check with their superiors on the information relevant to their function and team. For example, prior to a team meeting, a member might check with his or her superior regarding information to be discussed which involves their department. Follwoing the meeting, each member could include a review of the team's actions or discussions and unresolved problems at his or her department's regular meeting. The result is that the team is viewed as an integrated part of the information and decision-making system rather than an isolated element which no one knows much about or trusts.

7. Conflict is a normal part of the group problem-solving process. When faced with conflict, team members should share their preferences, why they have these preferences, and then search for alternatives which satisfy criteria of as many departments as possible.

Often in group problem solving, the decision alternative that is most preferred by one department may be the least preferred by another. Therefore, conflict sometimes ensues and must be resolved by the group. Doing the steps mentioned above requires energy and commitment on the part of the team members. If factors 1 through 6 have been considered successfully, both of these requisites should exist.

In the face of conflict, there are several resolution practices which are often used. These most often used are (1) direct confrontation, as suggested by factor seven (7); (2) a bargaining or compromise approach: (3) smoothing over of differences to avoid conflict; and (4) use of power of position or knowledge to "force" a preferred alternative on the group.

(1) The direct confrontation approach follows the strategy already indicated in the beginning words to this section. It is considered to be the best of the four resolution strategies insomuch as the result will be a high-quality decision from the point of view of the overall organization. However, if it is not feasible to employ it, several others, although considered to be less effective, can be used.

(2) An alternate approach is for individuals to push for acceptance of the alternative most preferred by their department. When they feel that total acceptance is not likely and resistance is too strong, they occassionally "give up" certain points and make incremental changes to their alternative. The process becomes one of bargaining and compromise. Under this approach, problem solving is often less important than gaining one advantage over the other persons involved. Another disadvantage is that no <u>new</u> alternatives are sought because the individual feels more chance of getting the department's position accepted if information about other aspects of the situation is withheld rather than shared. The reward to each participant

then becomes how closely the solution will resemble the alternative preferred by his or her department, not the alternative which best meets the criteria of as many departments as possible. Here, again, it can be seen that perceived reward by members plays an important part in the functioning of participants. Therefore, rewards for participation on teams should be set to encourage information showing, not stimulate competition among departments that are represented in the team effort.

In some instances, however, bargaining may be a useful strategy. For example, if resources necessary to a solution are fixed among departments, bargaining may be necessary.

Another approach is to attempt to smooth over differences. Conflict is viewed as bad and members actually work to prevent it. This is usually among members who do not want to incur the emotional costs of confrontation or in an atmosphere that is not considered "safe." Under these circumstances, individuals respond to each other with politeness and circumvent any conflict in the group. As in bargaining, smoothing strategies eliminate the search for new alternatives. The conflict is still present, but it is suppressed and acted out in ways which severely limit the problem-solving abilities of the group.

(3) As with bargaining, smoothing can serve a positive function also. During particularly stressful moments in group conflict, smoothing might be used to allow a member to preserve self-respect and be able to continue viewing him or herself as a respected member of the team who can continue to confront and solve problems.

(4) A fourth approach is to use the power of position or knowledge to force a preferred alternative on the group. Although not generally recommended, forcing can result in effective decision making; for instance, occassionally forcing of an alternative that is consistent with organizational goals can break the deadlock of a group that is stymied by lack of agreement (i.e., each department attempting to suboptimize the decision process to favor its own position). However, if forcing is the mode most often used, particularly by a powerful representative or dominant department, it eliminates the need for a group process since information from other departments is ignored.

Lorsch and Laurence (1967), Galbraith (1973), and Likert (1976) all agree that confrontation backed up by occassional forcing when lack of agreement persists is the preferred approach to conflict resolution.

ACTIVITY B

1. Think back to groups in which you have worked with your boss. If these have not been satisfactory, list some things you or other members of the group could do to better the situation. (If these meetings were satisfactory, congratulations! What traits of the individuals or the team as a whole made it a success?)

2. Identify a specific task that you would either like to or will see performed by a group. Briefly jot down the rules to follow for identifying group members. After you have done this, make further notes about who specifically would meet these requirements.

3. Think back on a team and its membership. Identify what was right and what, if anything, was wrong with the group chosen. Justify each answer as if you were trying to convince the person charged with naming the members.

4. State the optimum size for a team and explain your rationale (include the disadvantages for fewer than and more than the number you indicate.)

5. The following list of key words describes each of the seven key factors in building effective teams. (look back at the text if you need more help in remembering the areas.) Under at least six of the following, list specific things to do and not to do to best ensure each one's happening. (Look at each area as if you were (1) a participant and (2) the top administrator who is putting the group together and setting their task.

1. perceived reward is proportionate to member's commitment.

2. involve those who have necessary level of information.

3. involve those who have necessary authority and resources.

4. involve those who will be responsible for implementation.

5. influence should be based on knowledge, not status.

6. Decisions complement normal organizational processes.

7. Conflict is normal and can be positive.

ACTIVITY B ANSWERS

1. First, identify the area (or areas) of dissatisfaction. For the purpose of this module, we will say the leader lacked good process skills. Listed below are several different strategies. You will have to determine which might be viable for your situation.
   a. Interest him or her in this module.
   b. Push for procedures which will cause the group to employ the elements of teamwork.
   c. Work with another in the group to include everyone and draw out non-participating members. (Later compliment your boss on the fact that everyone seems to be participating.)
   d. Model the type of behavior you desire from others.
   e. Reflect the process to the group as if you were an outside observer. Simply stating what you see happening can often stop or redirect negative or unproductive group behaviors.

2. & 3. Answer depends on individual task and situation.

4. about 5-8

5. See module pages 22-30.

SOME POSSIBLE IMPEDIMENTS TO EFFECTIVE UTILIZATION OF TEAM RESOURCES

Unclear Role Expectations

Trouble arises when members are unclear about what others expect of them or what the team expects of itself. Inefficiency will no doubt result. Don't leave assumptions unexpressed. Take the time to find out what they are and if they're correct or in conflict.

Competiveness

If members compete for attention, recognition, or power, self-interest will conflict with the need to cooperate with other members to work toward group goals. The result will be wheel-spinning.

Creative Ideas and People

When one member in a team takes an unpopular position, one which is different and opposed to that maintained by all others, the dominant majority first tries to convert the deviant. Sometimes procedures will be established to be sure that the "way out" ideas are not considered. Yet, the deviant may be the one member in the team with the right ideas; the pioneering attitude; the most original outlook on the problem. If listened to s/he might shake the team out of its comfortable, but pedestrian, approach to obtain a more creative solution to the problem faced by the team.

TEAM DECISION MAKING

The Major Dimensions of Decision Making

There are two major dimensions of a decision which must be understood by the effective individual and the effective team. One dimension is quality and the other is commitment.

The quality of a decision means the degree to which the alternative chosen satisfies the need for the decision. The highest quality or the best decision, "technically speaking," is the choice of the alternative which has a better chance of achieving the objective which created the need for the decision, than any other available alternative.

Commitment is the willingness of those affected by the decision to take the appropriate action to carry out the decision. Commitment can be freely given or freely withheld. It can be demanded, but not forced. The way a decision is made by a team will strongly influence how satisfactory the decision is to its members and, consequently, the degree of their commitment to take appropriate action.

What Is A Good Team Decision?

A good decision is one that protects and/or multiplies the assets of the organization. It is one that has a better chance of achieving the objective, which created the need for the decision, than any other available alternative. Team members are highly committed. In other words, a good decision is of high technical quality and has high commitment by those who must carry it out.

The way a decision is made by a team will significantly influence how satisfactory the decision is to its members.

The figure at the right shows the four possible outcomes of decision making. The best possible decision, shown on the chart as number 1, is technically the best decision and is coupled with high commitment to the implementation of that decision.

		Technical Quality of Decision	
		Best	Satisfactory
Commitment to Decision	High	1	2
	Low	3	4

The next best, or number 2 decision, is the combination of a technically satisfactory decision and also high commitment to its implementation.

The number 3 decision is technically the best decision, but is combined with low commitment to its implementation.

The worst outcome, number 4, is the result of pairing a technically satisfactory decision with low commitment to its implementation.

In order then for a decision to be called a "good decision," it must be technically sound AND must have commitment by those affected. Acceptance and commitment result when those affected by a decision are involved or represented in the decision making process, understand how the decision is made, and exert an influence on that process.

AN EXAMPLE OF QUALITY AND COMMITMENT TRADE OFFS

In order to better understand the previous figure, here is an example. Assume that you are part of a group of six who have agreed that a decision must be made. Assume also that the members of this group are the people who will eventually implement whatever decision is made. You have researched or created four alternative solutions. Call these alternatives A, B, C, and D. Your six-member group has carefully examined all the alternatives and each member of your group has made a judgment about the appropriateness of each alternative. (By rating each one on a scale of 1 to 10, with 1 being the lowest possible commitment and 10 being the highest possible commitment.) Through group discussion you have arrived at the following group position on each alternative.

Alternatives	Technical Quality	Average Commitment of Group (scale of 1 to 10)*
A	Excellent (Best)	6
B	Satisfactory	9
C	Slightly less than satisfactory	3
D	Not acceptable	2

(*members rated their commitment to each alternative. The average commitment of the six members is shown.)

Your discussion has now reached a point where no new information or opinions are coming from the group. All that you as a group can say, without rehashing, has been said. You must now make a choice. Do you choose alternative "A" or alternative "B"? You can make a case for "A" since without a doubt it is the best possible decision when measured according to its technical quality. Alternative "B" is satisfactory with respect to technical quality, but has the full support of those who are affected.

We take the position that alternative "B" should be chosen rather than alternative "A." Why? From a technical quality point of view, "B" is satisfactory, and everybody in the group supports it. The likelihood, then, is that it will be implemented.

In summary, a second best, but satisfactory, alternative with respect to technical quality may sometimes be the best choice if commitment is higher to that alternative than to any other.

A "best" alternative, without the full support of those who must implement it, is not as good as a satisfactory alternative which has full support. We see examples of this practice frequently in legislative bodies where decision making can be observed.

Failure to reach a good decision is also likely when the initiator of the attempted decision tries to push his own favorite idea without giving others the opportunity to discuss the question. Frequently, "bosses" are criticized for such behavior.

Suggestions are likely to be rejected without consideration if they are originated by a member who attempts to run things without consent of the team.

When a team is still in the process of developing and members are having difficulty working together effectively, many suggestions are likely to remain unconsidered. The same is often true in a highly motivated team that has seemingly found the answer to their problem. Here the attitude may be one of "don't confuse us with more information."

Often a team is not ready for new ideas, yet the same idea may be accepted if it is presented again at a later time when the team has matured sufficiently to understand the proposed idea.

Self-Authorization as a Means of Deciding

Self-authorized decisions in groups are commonplace. (This means that a person assumes he or she has the "right" to make the decision.) A person using this strategy is frequently though of as a "steam-roller" or a "pile-driver." Self-authorization may particularly succeed when the team is just getting started or as to what it is going to do and why it's going to do it. This strategy may also "succeed" when the decision maker is a superior in the organizational scheme. Self-authorized actions are also likely to be accepted and effective during emergencies. During other times self-authorization will certainly lead to a decision. However, it may not be the "best possible decision" and commitment on the part of the members of the team may be lacking.

Majority Decision Making

Once a vote is taken, it strengthens the convictions of the majority winners and converts some of the minority, but may leave a few remaining members unconvinced and ready to work against the majority decision. Experiments have demonstrated clearly the tendency of members of a team to shift their attitudes and behavior in the direction of majority opinion or what they see as a majority opinion. What happens if a person holds fairly strong convictions on a matter, yet finds that the majority of his team feel otherwise according to formal vote? He may go along with the team to avoid further disputes. But, he will not be as ready to

accept or work hard for the goals selected by the majority. He may feel hurt and rejected as a consequence of the way the vote turned out. The existence of this potentially disgruntled minority contrasts with what happens when true consensus has been reached.

It is suggested that voting be utilized only after all attempts at reaching consensus have failed. Voting is neither good nor bad, the real question is "when to vote?" Voting may be called for too early in the decision making process thus not allowing the time, discussion, and mutual influence required for reaching consensus.

Minority Decision Making

If in a team of six or seven the majority remains silent, a vocal minority of two or three can carry along several more who believe the minority represents a majority viewpoint. In this situation, the majority has been "faked out" and actually believes that the vocal minority represents the majority opinion. A second fallacy is that those in the minority may also be deluded about where the rest of the team stands and tend to overestimate the number of others who agree with them. The minority, in fact, believes it represents the majority! Silence does not mean consent even though it may be interpreted that way when a minority is quite vocal and many others have not made their position known.

ACTIVITY C

1. From this section and the last one on team membership. why would you want people of different personality types together on a team? (ist as many reasons as you can think of.)

2. Briefly define "quality" and "commitment."

3. Consider this scenario: You happen to know that the president of your institution, who is not in your group, favors Alternative A, which has high technical quality but has only a medium amount of support from the group. This group consists of the vice presidents and deans who will be implementing the plan. You have been chosen to present as the group's choice Alternative B, which is technically satisfactory but has high group commitment. Write down an outline of what persuasive points you would use in your presentation to the president.

4. The major concern in the use of voting to arrive at a decision is that

5. Describe the two misconceptions associated with minority decision making.

   a.

   b.

ACTIVITY C ANSWERS

1. Different personality types usually indicate different abilities and interests. For example, one person might be good at brainstorming creative solutions to the problem which another might be best at taking the proposed solution and designing an implementation model. (The Myers-Briggs Type Indicator is one instrument which identifies personality type and its relation to the job.)

   A mixture would bring different ways of looking at the problem, areas and types of background knowledge, and insights into political, organizational, or economic restraints.

2. The Quality of a decision means the degree to which the solution solves the problem.

   Commitment is the willingness of those affected to take the appropriate action to implement the decision.

3. a. Implementation is the objective
   b. Vice presidents and deans will have to implement
   c. Best chance to achieve objective is the alternative to which most deans and vice presidents are committed.
   d. Thorough group discussion on quality of and commitment to each alternative.
   e. Highest commitment and therefore highest liklihood of successful implementation is Alternative B.

4. Voting may be done too early, not allowing for adequate time, discussion, and mutual influence necessary for reaching consensus.

5. a. that the minority represents the majority opinion

   b. the minority may be deluded as to where the majority stands and overestimate their support base

GROUP CONSENSUS

The Nature of Consensus

Consensus--False, Forced, and True

What is the meaning of consensus? Webster says it means "group solidarity in sentiment and belief." Other definitions include: general voluntary agreement, unanimity, and collective opinion. It may help to contrast consensus to majority approval which is simply approval by a number greater than half the total.

The ideal toward which an effective team always strives is full participation of all concerned with the matter in order to obtain complete agreement on the decision. False consensus may be mistaken for true agreement. For example, silence does not always mean consent. Each member must express his view, if he has any, if the group is to achieve true consensus, or he must indicate when he does not care which way a matter is decided. Consensus cannot be forced. If members are silent, it is unwise for a chairperson or a self-appointed leader to point her finger at each member in turn and ask how they stand on a matter. It is equally unsound for the team to agree to "go around the table" and see what each person thinks ought to be done. A member may be asked to render an opinion when she does not really have one, or she may have to offer an evaluation before she has had an opportunity to hear what some more knowledgeable co-workers have to say. Her best potential contribution may be inspired after her turn to speak has passed, and she may now hesitate to interrupt the "going around the table" process since she feels she has already been given her chance. The more silent members may participate if the more vocal members can reduce their speaking time requirement and provide more "air time" for other members.

Summary

True consensus only comes when members feel free to express their opinions. Members must be willing to keep working together to develop a decision which meets the desires of the group as a whole. True consensus occurs when members use fully whatever resources they can bring to bear on the team's problems. Mechanical procedures, such as voting or taking turns to force contributions, are voided. Everyone who has something to contribute has an opportunity to do so and an opportunity to see his contribution considered and, if possible, worked into the final decision.

Teams that strive for true consensus must be ready to settle for less than complete agreement on all matters. When agreement is impossible, but members at least feel the matter has been fully examined, then they may be more willing to commit themselves to an alternative solution not of their own choosing. Or when consensus cannot be obtained, at least everyone is aware of that fact and is not seduced into believing that complete commitment has been obtained, as might be the case if a decision were based on majority vote.

While consensus may not produce the best possible solution to a problem, neither will a majority vote. Yet a consensual decision is likely to be a satisfactory one with high commitment. Therefore it is more likely to be executed efficiently than a decision based on a majority vote.

A WELL-FUNCTIONING, MATURE TEAM

A team reaches maturity when members have learned to accept and trust each other, when they can communicate openly, and share in decisions about the team, when they can identify their individual goals with the team objectives and when the governance of their behavior is based on mutual support and "tolerance."

Understanding team life and becoming an effective team member become essential in the promoting of the effective organization. Much of the work of modern organization must take place in teams, since individuals lack the resources to handle alone so many of the problems of the large productive organization.

Application of Team Principles

In Our Everyday Meetings

The administrator or supervisor can serve an important function by using his or her power to move the team to a state of maturity. He can assure that all members will share in the team's leadership, such as stating issues, summarizing, testing for consensus, making proposals, giving support and encouragement to others, and influencing the course of group action. She can prevent self-authorized agendas from developing. He can block members who seem to be monopolizing the team's activities or trying to dominate the group. By using suitable questions she can work with a member who continually argues and opposes without logical consistency. He may bring into the discussion members who seem to be uninterested by asking them for their advice and opinion. The powerful figure may do nothing more than show her willingness to share her power to provide the arena in which the team, including herself, can explore togother the basis for obtaining team agreement. He may provide the kind of

information to the team not formally available to it which will serve to set the boundaries of the team's responsibility and authority. As the team develops, it must assume responsibility for the leadership functions described here for the formal leader.

Due to the multi-disciplined nature of today's problems and challenges, there is an increasing need for teams to work together to make decisions, solve problems, give and gather new information, and the like. The principles presented in this module can be invaluable as guidelines for both establishing teams and helping them learn to work together. The critical task of the manager in this regard is to properly choose the team members, assure that they have the necessary skills to work together effectively, and assure their understanding of their goals, resources, and available time. The team then has the responsibility for performing within those stated perimeters.

ACTIVITY D

1. In a group which has several rather quiet members, list behaviors that could be used to draw out those members. (Mention verbal and nonverbal behaviors.)

2. Summarize 5 conditions for the achievement of consensus.

   a.

   b.

   c.

   d.

3. In the section Application of Team Principles (p.48), several leadership functior are mentioned. During the next few days, consciously look for three situations (either that you are involved in or are observing) in which you can identify the different leadership functions that are present. It may be easier to start in a situation where you can observe without participating. Examples of such situations could be a meeting you're attending; a problem-solving discussion between two friends, colleagues, or you and your spouse or child.

4. Identify someone with whom you work in groups who you think is particularly good at functionning as a leader or at sharing leadership. Make notes as to the strategies they employ or questions they ask which are especially successful. Gradually begin adapting these for your own use. Work on one or two at a time until you feel comfortable with them.

   Make a contract with yourself or with a colleague who has also read this module and set specific times when you are going to do these things. It's much easier just to forget about it, but it will be much more effective and useful to you if you can practice it.

5. On the following page we have put together a form which can help an observer more objectively discern what is happening in a group. This may help you to consciously identify the group process. You may want to use it to evaluate and give direction to a team you are on or are working with.

The items listed below are some of the key elements in achieving group teamwork. Rate your group on each of the eight items by circling the appropriate number.

A. HOW CLEAR ARE THE GROUP GOALS?

1	2	3	4	5
No apparent goals.	Goal confusion, uncertainty or conflict.	Average goal clarity.	Goals mostly clear.	Goals very clear.

B. HOW MUCH TRUST AND OPENNESS IN THE GROUP?

1	2	3	4	5
Distrust and no openness.	Little trust, some openness.	Average trust & openness.	Considerable trust and openness.	Remarkable trust and openness.

C. HOW EMPATHETIC ARE GROUP MEMBERS TO EACH OTHER?

1	2	3	4	5
No empathy.	Little empathy.	Average empathy.	Considerable empathy.	Remarkable empathy.

D. HOW MUCH ATTENTION IS PAID TO PROCESS AND CONTENT (THE WAY THE GROUP IS WORKING)?

1	2	3	4	5
No attention to process or content.	Little attention to process and content.	Some concern with group process and content.	A fair balance between content and process.	Very concerned with process & content.

E. HOW ARE GROUP LEADERSHIP NEEDS MET?

1	2	3	4	5
Not met, drifting.	Leadership concentrated in one person.	Some leadership sharing.	Leadership functions distributed.	Leadership needs met creatively.

F. HOW ARE GROUP DECISIONS MADE?

1	2	3	4	5
Unable to reach decisions.	Made by a few or by one person.	By majority vote.	Attempts at integrating minority vote.	Full participation and tested consensus.

G. HOW WELL ARE GROUP RESOURCES UTILIZED?

1	2	3	4	5
One or two contributed.	Several tried to contribute but were discouraged.	Average use of group resources.	Group resources well used and encouraged.	Group resources fully and effectively used.

H. HOW MUCH DO MEMBERS FEEL THEY BELONG TO THE GROUP?

1	2	3	4	5
Members have no sense of belonging.	Members not close but some friendly relations.	About average sense of belonging.	Warm sense of belonging.	Strong sense of belonging among members.

ACTIVITY D ANSWERS

1. a. Eye contact indicating it's okay and you are interested in them joining in.
   b. Silence or "wait time" (research indicates that 3 to 5 seconds are best)
   c. Setting rules that each person should indicate if they really don't have a preference about the decision
   d. Checking every now and then to make sure that it's really a lack of preference keeping that person quiet and not something else.
   e. Skipping from one person to another rather than going around in order.
   f. Not demanding an opinion every time.
   g. Verbal members keeping their speaking time to a shorter length.
   h. A great deal of commitment and interest in including everyone in the consensus-seeking process.

2. a. Members feel free to express their opinions.
   b. They are willing to keep working together to come up with a decision that meets the whole group's desires.
   c. Procedures that force decisions (e.g. voting) are avoided.
   d. All available resources from the team are utilized in solving the problem
   e. Everyone who is able to contributes,and each contribution is considered and worked into the final decision if possible.

3. and 4.

PERSONAL CONTRACT

Date_____

I will plan to _____

by_____and have_____

_____to serve as a personal support system
(person's name)

in this project.

Signed_____

Support Person_____

The items listed below are some of the key elements in achieving group teamwork. Rate your group on each of the eight items by circling the appropriate number.

A. HOW CLEAR ARE THE GROUP GOALS?

1	2	3	4	5
No apparent goals.	Goal confusion, uncertainty or conflict.	Average goal clarity.	Goals mostly clear.	Goals very clear.

B. HOW MUCH TRUST AND OPENNESS IN THE GROUP?

1	2	3	4	5
Distrust and no openness.	Little trust, some openness.	Average trust & openness.	Considerable trust and openness.	Remarkable trust and openness.

C. HOW EMPATHETIC ARE GROUP MEMBERS TO EACH OTHER?

1	2	3	4	5
No empathy.	Little empathy.	Average empathy.	Considerable empathy.	Remarkable empathy.

D. HOW MUCH ATTENTION IS PAID TO PROCESS AND CONTENT (THE WAY THE GROUP IS WORKING)?

1	2	3	4	5
No attention to process or content.	Little attention to process and content.	Some concern with group process and content.	A fair balance between content and process.	Very concerned with process & content.

E. HOW ARE GROUP LEADERSHIP NEEDS MET?

1	2	3	4	5
Not met, drifting.	Leadership concentrated in one person.	Some leadership sharing.	Leadership functions distributed.	Leadership needs met creatively.

F. HOW ARE GROUP DECISIONS MADE?

1	2	3	4	5
Unable to reach decisions.	Made by a few or by one person.	By majority vote.	Attempts at integrating minority vote.	Full participation and tested consensus.

G. HOW WELL ARE GROUP RESOURCES UTILIZED?

1	2	3	4	5
One or two contributed.	Several tried to contribute but were discouraged.	Average use of group resources.	Group resources well used and encouraged.	Group resources fully and effectively used.

H. HOW MUCH DO MEMBERS FEEL THEY BELONG TO THE GROUP?

1	2	3	4	5
Members have no sense of belonging.	Members not close but some friendly relations.	About average sense of belonging.	Warm sense of belonging.	Strong sense of belonging among members.

POST-TEST

1. List at least six of the eight elements of good teamwork.

2. List in order the stages of team development and the characteristics of each.

3. Discuss the characteristics of a mature team.

4. Identify the ideal size for a team.

5. Specify the rules to follow when identifying the membership for a team.

6. Describe how you would apply these rules to creating a team for a specific task in your own institution. (What does each person on the team offer to the whole?)

7. Define "quality" and "commitment" as they relate to team decision making.

8. Summarize the five conditions for the achievement of consensus.

9. Under at least six of the following seven areas, list specific things to do and not to do to best ensure each one's happening.

   a. perceived reward is proportionate to member's commitment.

   b. involve those who have necessary level of information.

   c. involve those who have necessary authority and resources.

d. involve those who will be responsible for implementation.

e. influence should be based on knowledge, not status.

f. decisions complement normal organizational processes.

g. conflict is normal and can be positive.

ANSWERS TO PRE- AND POST-TEST

The following refer the reader to the areas in the module which cover each area of the test.

1. See page 52
2. See pages 10-14
3. See pages 13-14, 48-49
4. page 21
5. pages 21-30
6. (depends on reader's specific task)
7. pages 36-39
8. pages 46-47
9. pages 21-30

BIBLIOGRAPHY

Cartwright, Dorwin, and Alvin Zander, (Eds.), Group Dynamics
New York: Harper and Row, 1968.

Galbraith, Jay. Designing Complex Organizations.
Reading, Massachusetts: Addison-Wesley Publishing Company, 1973.

Likert, Rensis and Jane Gibson Likert, New Ways of Managing Conflict.
New York: McGraw Hill. 1976.

Maier, Norman R. F., Psychology in Industry.
Boston: Houghton-Mifflin Co., 1965.

Mills, Theodore M., The Sociology of Small Groups
Englewood Cliffs, New Jersey: Prentice-Hall, 1967

Mills, Theodore M., Readings on the Sociology of Small Groups
Englewood Cliffs, New Jersey: Prentice-Hall, 1970

Schein, Edgar H., Organizational Psychology
Englewood Cliffs, New Jersey: Prentice-Hall, 1970

Shepherd, Clovis, Small Groups: Some Sociological Perspectives
San Francisco: Chandler, 1964

Smith, Peter B., (Ed.), Group Processes
Baltimore: Penguin Books, 1970

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

EVALUATION FORM

Your evaluation of this module would be very helpful to the authors and subsequent readers. All of us would appreciate your ideas on improvements or simply on what area(s) was or were troublesome. (You may want to write your comments on a separate page so you can mail them in.)

1. On the following page, the objectives are listed again. Did the module help you accomplish these? Yes_____ No_____

   If no, which ones were not accomplished or were difficult to accomplish?

   _____

   _____

   _____

2. Are the topics appropriately covered?

   Yes_____ No_____

   Can you make any suggestions for more or less coverage of any area to help meet objectives?

   _____

   _____

   _____

3. Would you recommend this module to others?

   Yes_____ No_____

Please mail comments to:

Carolyn Thompson, George Baker, Terry Thompson
University of Texas
EDB 348
Austin, TX 78712

Thanks!